

PHSCE/SEMH/Metacognition-

PSHCE - Working Together (focusing on developing children's self-esteem) and Financial Capability (understanding and managing money)

To know that some substances like plants can harm the body.

To recognise the need for safety rules.

I can express a simple opinion, agreement and disagreement

I can ask questions and listen to the answers

I play a full part in the life of my classroom

I can agree and follow rules for my group and classroom

Geography

- To use simple fieldwork and observational skills to study the geography of their school and its grounds.
- To use simple compass directions and locational and directional language (near, far, left, right) to describe location of features.
To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

DT

Pupils will be taught to:

- To design purposeful, functional, appealing products for themselves and other users based on a design criteria.
- To generate, develop, model and communicate their ideas through drawing, templates, mock ups and where appropriate ICT.
- To build structures, exploring how they can be made stronger, stiffer and more stable.
- To select from and use a wide range of materials and components, including construction materials.
- To evaluate their ideas and products against to design criteria.

Autumn 2017

Our ECO school

Curriculum

Improve Our grounds

Skills

Communication and Language

- To ask relevant questions to extend understanding and knowledge
- To initiate conversation in a collaborative situation
- To listen carefully to what others are saying in group talk
- To express themselves using complete sentences
- To make more specific vocabulary choices, for example technical language
- To take turns when talking in pairs or in small groups

Science

Pupils will be taught to:

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
- To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- To identify and describe the basic structure of a variety of common flowering plants, including trees.
- To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different animals and plants and how they depend on each other.

Maths

To interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

PHSCE/SEMH and Metacognition

Children will learn about safety with plants.

Children will develop an understanding of how to keep themselves safe within the school grounds and when using tools within DT.

Through the sessions children will develop their collaboration through working and discussing together.

Geography

The children will complete a survey of the school grounds identifying the purposes of what is there already. Is it to play with? Does it attract wildlife? Why is it there?

Using aerial photograph of school children will navigate the school grounds using compass directions to spot the difference. What's here now? What isn't here now? This will help them to think about how we might improve our grounds.

DT

Children will design a 'bug hotel' for the school grounds. They will be shown some existing bug hotels and given a range of tools and equipment to design their hotel. Through making their design they will develop cutting and joining skills. They will review their product by revisiting it over to time to see if any bugs are living in it.

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Improve Our grounds

Activities

Communication and Language

Our Eco Schools sessions will comprise of group work where the children will develop their language through supported conversations with their peers. The sessions will introduce them to scientific and geographical vocabulary in relevant and memorable contexts.

Science -

The children will find out the conditions required for growing different plants and how they grow, flower and produce fruit at different stages of the year. They will explore the question 'do all plants need to be in the same environment?'. Children will discover what plants are in the school locality by looking closely at plant components and completing iSpy checklist. Children will take part in a habitat hunt which will help them to identify what living things are in each habitat within the school grounds.

Maths

Children will collect and record information on the school grounds using pictograms identifying the uses of different parts of the school ground. They will collect information in tables about plants in the locality.